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AUTHOR Hamilton, Anne C.; And Others
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ABSTRACT

This study sought to identify and compare the concerns of teaching interns (N=56) with cooperating teachers' (N=37) perceptions of intern concerns before and after a 10-week internship period. To provide insight into the differences, the Johari Window framework, a technique used in group process programs to depict how individuals give and receive knowledge and beliefs about themselves and others, was employed. A survey instrument was developed based on written concerns stated by interns; the most frequently mentioned concerns were coded and collapsed with items classified as instructional, classroom management, discipline, and attitudinal. Findings included a significant difference in intern concern about how to handle a child who becomes violent and aggressive when reprimanded; the experience of cooperating teachers was reflected in anticipation of concerns that had not yet become important for interns, such as how to tell if a child is really sick; and cooperating teachers viewed the internship as the beginning of a lifelong process of professional development, while interns saw it as the completion of their college career. Figures depicting concerns adapted from the Johari Window framework are appended. (LL)

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A Comparison of Interns' Concerns and Cooperating Teachers' Perceptions of Intern Concerns Before and After Internship

Anne C. Hamilton

John F. Riley

The University of Montevallo

Sarah S. Pate

The University of Alabama

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A Comparison of Interns' Concerns and Cooperating Teachers' Perceptions of Intern Concerns Before and After Internship

Introduction

The relationship between cooperating teacher and intern has been an area of increasing interest in recent years (Hungerman, 1984; Maxie, 1989; Wood & Eicher, 1989; Stahlhut, R., Williford, L., Hawkes, R., & Fratianni, J., 1991; Rogan, Borich, & Taylor, 1992; Smith & Sanche, 1993). It is widely accepted that clear communication between cooperating teacher and intern is essential for a successful internship. A shared perception of the concerns facing the intern forms a basis for clear communication. The purpose of this study was to identify and compare interns' concerns and cooperating teachers' perception of intern concerns before and after a ten-week internship period. A further purpose of the study was to provide greater insight into the differences between intern and cooperating teacher concerns by using the technique of the Johari Window (Luft, 1984).

Theoretical Framework

As pointed out by Maxie (1989), student teaching involves a complex set of interactions among individuals within the context of the university and the public school. Of these interactions, none are more critical than the day-to-day contact between the cooperating teacher and the intern. Interns themselves change during the internship (Griffin, 1983), so the nature of this relationship may change as well. A number of studies have examined the relationship between cooperating teachers and interns (Hungerman, 1984; Wood & Eicher, 1989; Stahlhut, et al, 1991). Although interns and cooperating teachers approach the internship with many common expectations, their perceptions of

the success of the intern (as revealed in ratings of effectiveness and achievement) vary (Stahlhut, et al, 1991). An examination of these differences may provide a basis for improved intern-cooperating teacher communication, cooperating teacher preparation, and pre-service teacher education.

One way in which interns change is through increased responsibility for planning, teaching, and evaluating. With increased responsibility should come the development of a richer conception of teaching. Based on Piaget's (1952) view of development, and the growth of intellectual complexity as individuals interact and experience the world, the constructivist approach to teacher education (Fosnot, 1989) posits that teachers construct their concepts about teaching through their experiences and interactions. Some insight into the process of constructing one's knowledge about teaching may be gained by examining the concerns held by interns at the beginning and end of their internship, and comparing those concerns to those of the experienced cooperating teacher .

Rogan, Borich, and Taylor (1992) examined Fuller's (1969) model for the development of concerns by interns -- concerns about self, task, and finally students. Through the use of a questionnaire, they concluded that the concerns of interns and beginning teachers do indeed change over time, and in the general direction indicated by Fuller. But they also found that these changes are more a shift of emphasis at different points of development.

Smith and Sanche (1993) also found that intern concerns followed the general developmental pattern identified by Fuller. However, they saw these developing as a series of shifts with overlapping concerns, rather than a strict series of steps.

A number of studies compared the self-evaluations of interns to the evaluations of their cooperating teachers. Hungerman (1984) related that interns rated themselves lower than did cooperating teachers at the beginning of the internship in classroom management. At the end of the internship, interns perceived that they had made greater progress than was seen by their cooperating teachers. Wood and Eicher (1989) found that interns rated themselves as highly adequate to teach at the conclusion of the internship. Stahlhut et al (1991) found that interns rated their overall performance higher than any of the individual contributing competencies. These findings point out the need for closer analysis.

By using techniques adapted from other fields, alternative means of analysis were possible. The Johari Window framework (Figure 1; Luft, 1984) has been used in group process programs to depict how individuals give and receive knowledge and beliefs about themselves and others.

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Insert Fig. 1 about here

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Keller (1978) and Robinson (1988) both used the Johari Window to examine perceived needs of professionals and their supervisors in non-school settings. Keller identified the perceived needs of community health nurses and their supervisors. The perceived needs were placed in the Johari Window framework (Fig. 2) using the following criteria:

1. A shared need was one identified by both nurses and their supervisors.

2. A blind need was one identified by supervisors but not nurses.

3. A hidden need was one identified by nurses but not supervisors.

4. An undiscovered need was one identified nurses and supervisors less than 10% of the time.

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Insert Fig. 2 about here

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In applying Keller's model to her research, Robinson (1988) found that the 10% criterion for placing needs in one of the "Known" categories would result in no undiscovered needs. She modified the criterion to the 50% level for each category. She pointed out how the use of such a matrix can reveal clearly the different perspectives of individuals within a complex environment.

Method

A 39-item survey instrument developed for the study was used to identify the concerns of interns and the cooperating teachers' perceptions of intern concerns before and after internship. Items were determined from collecting written concerns stated by interns before and after internship over a period of three semesters. Concerns mentioned most frequently were coded and collapsed to make up the survey. The instrument employed a four-point Likert scale, with items classified as instructional, classroom management, discipline, and attitudinal/other. Responses to the statements by student teachers and cooperating teachers were analyzed by descriptive procedures and the Johari Window framework (Luft, 1984). A 50% cutoff was used to determine where an item was placed in the window; i.e., 50% of respondents in a given group rated it as of "some" or "much" vs. "little" or "no" concern (Robinson, 1988). A Shared Concern was identified by 50% of both interns and

cooperating teachers. A Blind Concern was identified by 50% of cooperating teachers but not interns. A Hidden Concern was identified by 50% of interns but not cooperating teachers. An Undiscovered Concern was not identified by 50% of either interns or cooperating teachers. This was interpreted as an expression of confidence in handling the concern. Figure 3 presents the analysis of concerns framework using the Johari Window.

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Insert Fig. 3 about here

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Data Source

There were two sets of subjects for this study. Fifty-six interns in early childhood and elementary education were enrolled in a ten-week internship at a medium-sized public liberal arts college in the Southeast. Of the 56 public school teachers serving as cooperating teachers for the interns, 37 returned matched surveys which were used in this study.

Results

Final data analysis was completed on 56 interns and 37 cooperating teachers before and after internship. The Chi-Square test of significance at the .05 level revealed significance on one item of the survey for interns, but no significant differences before or after internship for cooperating teachers. Results showed a significant difference in intern concern about "How to handle a child who becomes violent and aggressive when reprimanded" at the .05 level of statistical significance.

Analysis of the Johari Window framework provided greater insight into the differences between intern and cooperating teacher concerns. Before the

internship, 27 of the 39 survey items were Shared Concerns for cooperating teachers and interns. These 27 included 11 of 11 instructional concerns and 11 of 13 discipline concerns. There were four Blind Concerns and two Hidden Concerns. Six items identified Undiscovered Concerns or areas of confidence. These concerns are presented in the Johari Window format in Figure 4.

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Insert Fig. 4 about here

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Following the internship, there was one Shared Concern. Fifteen Blind Concerns were expressed by cooperating teachers but not by interns. Of these, seven were instructional, one related to classroom management, and seven were discipline concerns. No Hidden Concerns were identified. Twenty-three concerns were no longer seen as significant by either cooperating teachers or interns. These results are presented in Figure 5.

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Insert Fig. 5 about here

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Conclusions

A reasonable basis for shared expectations and good communication seemed to exist at the beginning the internship. Cooperating teachers and interns identified 27 of 39 items as issues with which interns should be concerned. Of these 27, 22 were related to instruction and discipline. The four Blind Concerns seem to reflect the experience of the cooperating teachers, anticipating concerns that had not yet become important for interns, such as how to tell if a child is really sick, or getting children to bring back homework or

signed papers from parents. The two Hidden Concerns ("Whether I can make marks and comments in conduct folders" and "Who should correct a child when the cooperating teacher is in the room") dealt with how much control the intern should assert in the classroom, especially in relation to the cooperating teacher. The six Undiscovered Concerns or areas of confidence dealt primarily with clerical and technical issues (e.g., bells, recording grades, tardy slips).

Following the internship, 23 of the 39 items were indicated as areas of confidence by interns, and cooperating teachers. This result indicated a reasonable level of success for the internship. Only one item remained a Shared Concern, finding time to teach all that needs to be taught in each subject. There were no Hidden Concerns at the end of the internship. The 15 Blind Concerns were still seen as areas of concern by the cooperating teachers, but not by interns. Fourteen of these concerns were classified as instructional or disciplinary in nature. They include such crucial issues as motivating children to stay on task, keeping their attention, and what to do with those who are off-task. It can be surmised that cooperating teachers viewed the internship as the beginning of a lifelong process of professional development, while interns saw it as the completion of their college career.

Because of the limited sample size in this study, it should be seen as a preliminary examination of these issues. The Johari Window provides an insight into the interaction of perceptions that is valuable for research into the internship experience. It provides additional support for the conclusions of Rogan, Borich, and Taylor (1992) and Smith and Sanche (1993) regarding the professional development of pre-service and novice teachers. It also confirms the findings of Wood and Eicher (1989) and Hungerman (1984) that interns see

their progress as greater than that perceived by their cooperating teachers, especially in classroom management.

Implications

Attention to the specifics of these data can improve how teacher educators prepare interns and cooperating teachers for this experience. Making interns and cooperating teachers aware of both Blind and Hidden Concerns may alleviate some communication problems. A broader issue is the large number of concerns that remained for cooperating teachers but were not identified by interns after the internship. This suggests that more attention be paid to preparing prospective teachers to view themselves as continuously developing professionals, rather than finished products. The constructivist notion of teachers as learners (Fosnot, 1989), constantly reconstructing themselves by engaging in the complex task of teaching, is a useful basis for future research in this area.

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THE JOHARI WINDOW*

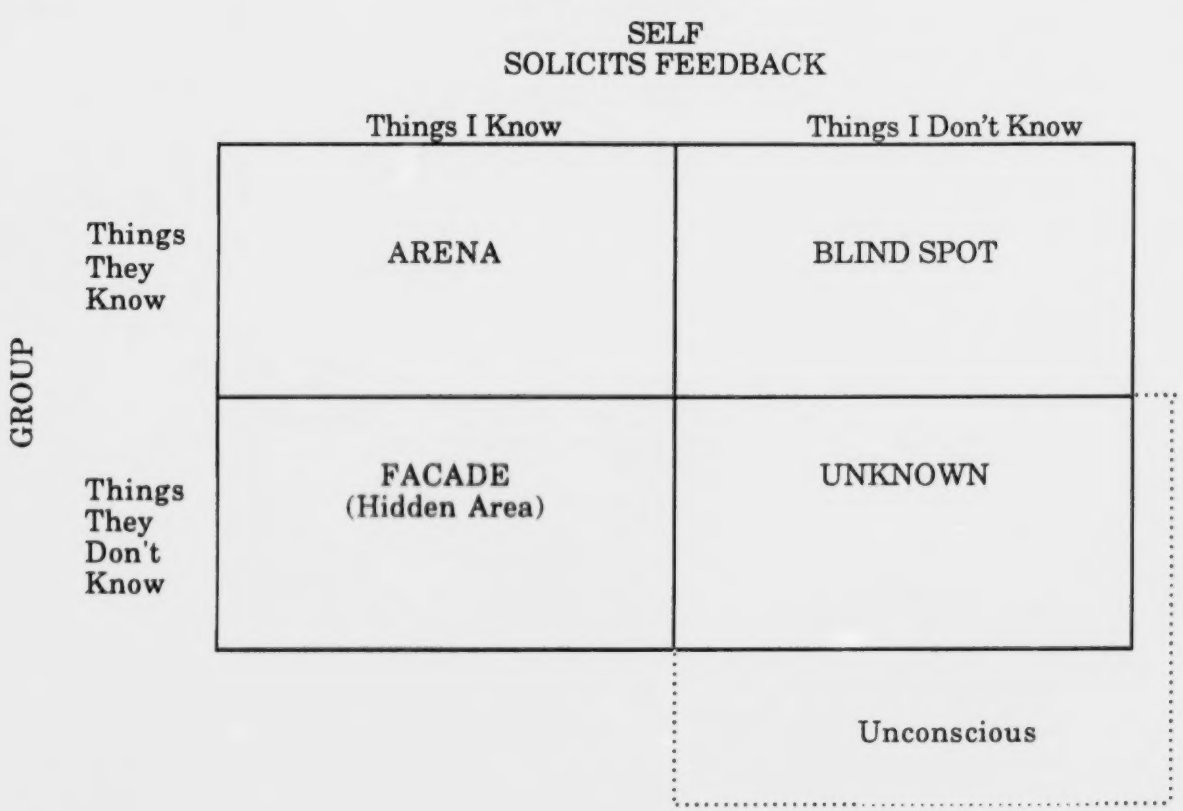

Figure 1

*Luft, J. (1984). Group processes: An introduction to group dynamics. Mountain View, CA.: Mayfield Publishing Company.

PERCEIVED NEEDS OF
COMMUNITY-HEALTH NURSES AND
THEIR SUPERVISORS*

	Known To Nurses	Not Known To Nurses
Known To Supervisors	SHARED NEED	BLIND NEED
Not Known To Supervisors	HIDDEN NEED	UNDISCOVERED NEED

Figure 2

*Johari Window framework as adapted by Keller (1978).

CONCERNS ANALYSIS
JOHARI WINDOW FRAMEWORK
Adapted from The Johari Window Model*

	Known to Student Teacher	Not Known to Student Teacher
Known to Cooperating Teacher	SHARED CONCERN >50% Student Teachers >50% Cooperating Teachers	BLIND CONCERNS >50% Cooperating Teachers <50% Student Teachers
Not Known to Cooperating Teacher	HIDDEN CONCERNS >50% Student Teachers <50% Cooperating Teachers	UNDISCOVERED CONCERNS OR CONFIDENCE <50% Student Teachers <50% Cooperating Teachers

Figure 3

*Luft, J. (1984). Group processes: An introduction to group dynamics. Mountain View, CA.: Mayfield Publishing Company.

CONCERNS ANALYSIS
FOR STUDENT TEACHERS & COOPERATING TEACHERS
BEFORE STUDENT TEACHING - Adapted from the Johari Window Framework

	Known to Student Teacher	Not Known to Student Teacher
Known to Cooperating Teacher	**SHARED CONCERNS** How to keep the whole class quiet while I am teaching. How to teach all that needs to be taught and still have time for every other subject. Motivating children to stay on task. Keeping their attention when I am talking. What to do with smart students who are bored with school. Finding extra work to reinforce a lesson that has been taught. Getting my point and the concept of the lesson across. Knowing how much work to assign. (How much is enough?) Making centers that will keep students busy and interested. Getting students to follow directions for assignments. How to handle the noise level during group activities. How to make transitions from one subject to another. What to do if a child is seriously injured. How to get the class quiet without raising my voice. What to do with a child who does not do his work. What to do with children who will not pay attention. How to punish children when many are in trouble at the same time. How to deal with constant tattle-telling. How to control students blurting out and interrupting each other. How to handle classroom scuffles (not actual fights). How to handle a child who becomes violent and aggressive when reprimanded. How to handle a child with the attitude that "I am going to do what I want to do." How to use different punishment/reward systems. Knowing when to send a child to the principal's office. What to do when race/prejudice becomes an issue in class. How to show my authority as a teacher when the cooperating teacher is in the room. How to deal with the flexibility I have in the classroom.	**BLIND CONCERNS** How to tell if a child is really sick or only wants attention. How to get students to bring back homework and other papers to be signed by parents. How to maintain acceptable lunch behavior. Being more patient with the children and misbehavior.
Not Known to Cooperating Teacher	**HIDDEN CONCERNS** Whether I can make marks and comments in conduct folders. Who should correct a child when the cooperating teacher is also in the room.	**UNDISCOVERED CONCERNS OR CONFIDENCE** The difference dismissal procedure and all the different bells. Taking and recording grades. Lining students up for events and departures. What to do with tardy slips and tardy students. Making and posting rules for the classroom. When and how often to permit students to go to the restroom.

Figure 4

CONCERNS ANALYSIS
FOR STUDENT TEACHERS & COOPERATING TEACHERS
AFTER STUDENT TEACHING - Adapted from the Johari Window Framework

	Known to Student Teacher	Not Known to Student Teacher
Known to Cooperating Teacher	SHARED CONCERNS How to teach all that needs to be taught and still have time for every other subject.	BLIND CONCERNS Motivating children to stay on task. Keeping their attention when I am talking. What to do with smart students who are bored with school. Getting my point and the concept of the lesson across. Knowing how much work to assign. (How much is enough?) Getting students to follow directions for assignments. How to handle the noise level during group activities. What to do if a child is seriously injured. What to do with a child who does not do his work. What to do with children who will not pay attention. How to punish children when many are in trouble at the same time. How to control students blurting out and interrupting each other. How to handle a child who becomes violent and aggressive when reprimanded. How to handle a child with the attitude that "I am going to do what I want to do." How to use different punishment/reward systems.
Not Known to Cooperating Teachers	HIDDEN CONCERNS	UNDISCOVERED CONCERNS OR CONFIDENCE How to keep the whole class quiet while I am teaching. Finding extra work to reinforce a lesson that has been taught. Making centers that will keep students busy and interested. How to make transitions from one subject to another. The different dismissal procedures and all the different bells. Taking and recording grades. How to tell if a child is really sick or only wants attention. Lining students up for events and departures. How to get students to bring back homework and other papers to be signed by parents. How to get the class quiet without raising my voice. What to do with tardy slips and tardy students. Making and posting rules for the classroom. When and how often to permit students to go to the restroom. How to deal with constant tattle-telling. How to maintain acceptable lunch behavior. How to handle classroom scuffles (not actual fights). Knowing when to send a child to the principal's office. Whether I can make marks and comments in conduct folders. What to do when race/prejudice becomes an issue in class. Being more patient with the children and misbehavior. How to show my authority as a teacher when the cooperating teacher is in the room. How to deal with the flexibility I have in the classroom. Who should correct a child when the cooperating teacher is also in the room.

Figure 5